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ABSTRACT

Questionnaires were submitted to a number of Dutch public libraries where books are loaned to children to gather data for an investigation of the nature and scope of tasks in the children's library and changes that have taken place since the introduction of the free library system in 1975. Also examined were the duties of children's librarians and their opinions and underlying expectations of their work. The questionnaire was divided into four parts: (1) questions requesting statistical information to be answered by the directors; (2) questions on the tasks in children's departments to be answered by the department heads; (3) questions to be answered by the department heads on the relationship between their training and functions; and (4) questions to be answered by staff on their duties in children's departments. Detailed data reported and discussed include the numbers of young borrowers and size of children's collections; time spent on specified tasks and the relationships between public and school libraries; opinions and motivations of children's library department heads and their level of professional preparation; and the tasks and training of full- and part-time staff. Comments on the findings and the data close the report. (RAA)

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Working conditions in childrens's libraries analysis of a research project

By

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The Netherlands

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Some preliminary comments by the executive of the NBLC section on children's library work

Critical postscript by Alice Geradts

A meeting in 1978 of the IFLA Children's Librarians Section was devoted to "The Education and Training of Children's Librarians: a preparation of guidelines and recommendations." This discussion will be continued this year (1979) when the Children's Libraries Section meets with the Public Libraries Section in Copenhagen. The theme of the convention will be "Library Legislation and Management."

"Working Conditions in Children's Libraries" was not intended for publication abroad. Rather it was hoped to stimulate discussion leading to a sounder national policy. The Netherlands do not yet have a system of children's libraries. Much still remains to be done, but an examination of what has been accomplished to date may prove useful to others faced with similar problems.

The introduction of free library facilities for children on July 1, 1975 had far-reaching effects on staff work.(see introduction to "Working Conditions"). In consultation with Gerda van der Molen-ter Heegde, it was decided to issue a translation of this report together with an explanation of certain terms used in it and with a critical postscript.

Children's libraries in The Netherlands are a relatively new institution. Inspired by the American example, a private organization, the Department of the Society for Public Welfare, founded the first reading rooms for children in Amsterdam in 1912 and in Rotterdam in 1916. The work was gradually taken over by the Board of the Central Association for Public Libraries, which was founded in 1908. In time more reading rooms were opened as separate sections of public libraries. By 1929 serious consideration was being given by the Commission of Children's Librarians (later called the Study Center for Children's Libraries) to the need for special training for their staffs, and this was begun in 1940. Since 1947 there have been biennial meetings of children's librarians, and since 1952 the bureau "Book and Youth," then a department of the Central Association for Public Libraries, has

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served as a national information center for children's books and children's library services. Since 1957 government funds have been allocated to the public library system, which until then had been supported by voluntary community subsidies. The introduction of free library facilities for the young reader brought an increase in the number of borrowers but not in the staff serving them. Both the size of the collections and the number of hours when libraries could be open to the public were inadequate.

The information bureau "Book and Youth" is now a department of the NBLC (Dutch Centre for Public Libraries and Literature), which supplies reviews, publications, documentation and exhibitions, organizes and coordinates professional activities and lends its support to the training of librarians and to research on a national scale. The department "Book and Youth" also organizes a bi-annual exhibition of professional literature, "Distribution of Information."

As a nationwide organization of public libraries, the NBLC has primarily a service function. Meeting several times a year to take decisions, its members have a clearly defined participatory role in the making of national policy. In 1976 NBLC members adopted a series of measures relating to the work of children's libraries.

The section of the NBLC concerned with the work of children's libraries regularly organizes national conferences and stimulates regional and local activities, some of which are listed in the foreword to "Working Conditions." This research project, for example, was an attempt to inventory and analyze recent developments in the profession. The section also organizes workshops devoted to single topics, such as standardization of procedures, and two-day study sessions in Woudschoten, on such subjects as primary readers, comic-strips, problems of the Third World, etc.

These two-day-sessions in Woudschoten depend on the close cooperation of regional centres, groups of children's librarians which meet monthly to discuss books, exchange

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information and plan group activities. This sharing of experience has led to many projects designed to raise the quality of staff work.

General information on the Dutch library system and the Public Library Act may be found in "Library Service to Children: an international survey," ed. C. Ray, New York, etc., Documentation Saur, 1978, pp. 95-101.

Training of children's libraries staff is discussed in chapters two and three of "Working Conditions," so that it seems necessary here to explain the training of children's librarians and related courses given in The Netherlands.

The first course to train staff for children's libraries was organized in 1940 by the Commission for Children's Libraries. Suspended during the war years, it was re-started in 1947. In 1953, under the direction of Annie Moerkercken van der Meulen, director of the bureau "Book and Youth," the course combined practical and theoretical studies. Since 1966-67 it is a full-time program given at academies of Library Science and Documentation in Amsterdam, Groningen and Tilburg. Other academies are located in Deventer, Den Haag and Sittard.

These full-time courses are within the professional training system under government supervision, but continuing discussion of the subject matter of these courses by a standing committee of directors of academies remains very important.

Some of the courses mentioned in the questionnaire are:
1. A.B. Diploma: Assistant librarian in general library service. Requirement for admission is a HAVO or VWO diploma (that is: 5 or 6 years of secondary school; 6 or 7 A-levels). This two-year basic course trains non-management staff in the technical/service area.
2. B.O.B. Diploma: Librarian in public library service. Requirement for admission is the A.B. Diploma. This one-year course trains management staff for public libraries and for provincial libraries serving wider areas from centralized collections.

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3. J.B. Diploma: Children's librarian. Requirement for admission is the A.B. Diploma. This one-year course trains management staff for children's libraries. Its subject matter can be divided into three areas:

a. Cultural-pedagogical aspects of children's libraries work, for example: the psychology of child development, the cultural and social life of the community.

b. Books and children, for example: a knowledge of library resources, discussion of books, access to resources, etc., and

c. Structure and organization of public (children's) libraries, for example: management, financial and personnel policy, building and furnishing, and book promotion in (children's) libraries.

Apprenticeships during the J.B. course are usually in children's libraries but may also be in nursery and primary schools.

The NBLC section for training and communication, with the help of the section for children's library work, organizes the course "Training others to lecture." Courses in automation, introduction of visitors, discussion and convention techniques and audio-visual media are also open to the general public.

N.B. My thanks to the NBLC section for training and communication for information given me on current professional training.

Alice Geradts

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This report is an analysis of a research project conducted in 1977 on the work situation in Dutch children's libraries. While changes due to the introduction of a free library system were the initial impetus, we have also tried to collect information useful to the commission on standards in children's library work, to the commission assessing the "profile" of the children's librarian and to the national service and training organization. In short, it was hoped to lay a foundation for the policies which the NBLC section on children's libraries should be developing.

The intention of the section is that discussion of this report should take place both on a small scale, for example in individual libraries, and on a larger scale, such as by regional book discussion groups and at study centres. All these lines ought to converge at a national hearing in the fall of 1978, and further information on this hearing will appear in the Info-bulletin.

The data which follows is accompanied by a two-part commentary. Dr. R. A. C. Bruyns has provided a running interpretation of the statistics, and the section executive has provided a more subjective commentary in the appendix. In some parts of the study the figures speak for themselves, and here an interpretation has been omitted. In every case, the commentary is meant to be a stimulus to further discussion.

This questionnaire, and the discussion which it is hoped will follow its appearance, can - we hope - contribute to establishing goals for children's public library work and to shaping the policy of the NBLC section and the setting of priorities within it.

For the section children's library work,

Gerda van der Molen-ter Heegde

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INTRODUCTION

In behalf of a more relevant national policy, the executive of the section on children's library work has carried out a wide-ranging investigation in a number of public libraries where books are loaned to children. While it was intended that all branches with children's book collections should take part, this was not after all possible, as several branches did not return the questionnaires sent them. But the large number which did respond, and their variety both geographically and in terms of size of staff, give validity to a general analysis of their answers.

The project concerned itself in the first place with an inventory of the nature and scope of tasks in the children's library and the changes which have taken place since introduction of the free library system on July 1, 1975. The questionnaire concentrated on two periods: one previous to July 1 (1.1.75) and the other after July 1 (1.1.76).

Our second concern was to ascertain the duties of children's librarians and their opinions on and underlying expectations of their work. For those concerned with the training of children's librarians it is important to be aware of how personnel see their duties and of what motives lay behind the decision to take up work in a children's library.

Our questionnaire was composed primarily of closed questions (multiple choice answers) because of the need to analyze the results administratively.

Considering the nature of the respondents, it was decided to divide the questionnaire into four parts:

1 questions, to be answered by directors, which were primarily designed to provide statistical information;

2a questions, to be answered by the heads of the children's departments of public libraries, which were concerned with the tasks in those departments;

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2b questions, to be answered by the same heads of children's departments, which examined the relationship between training and practice; and

3 questions, to be answered by all respondents working in public libraries, on the nature of their eventual duties in children's departments.

Because the completed questionnaires were not all returned by the agreed final date, it was not possible to begin work on them until May 1977. At the Administrative Centre in Nijmegen, the answers were counted and catagorized. Percentages, tables and interpretations of the figures were the work of the undersigned.

R.A.C. Bruyns

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SOME OBJECTIVE DATA

The directors of main libraries and provincial central libraries were asked to provide information from their children's departments on numbers of young borrowers, hours of opening, size of collections and numbers of transactions.

Of the 95 directors approached, only 75 cooperated with the project. The following data, therefore, are not exact for the whole country, as well because provincial central libraries and some public libraries have contributed random samples of their branches. But because we believe that the 75 which did respond do not differ in size, type or geographical situation from the national pattern, we can present the statistical information which follows as a mirror of the total situation of children's libraries in The Netherlands.

The number of library facilities out of a total of 268 which answered any one question varied somewhat. There was also a discrepancy between the number of libraries providing information for the period before 1975 and for the period after 1.1.76, so that a comparison of the two years was impossible. Moreover, our concern was to discover averages and tendencies. It was decided, therefore, to treat each question statistically on its own, and to divide the answers to each question by the actual number of libraries which answered that question.

1 Number of young members (< 18 years) and number of members (< 18) in the adult department, both on 1.1.75 and on 1.1.76 (average per facility)+

	Nr. members < 18 yrs.	Nr. members < 18 yrs. of adult dept.	total members < 18 yrs.
1.1.75	1455 (75%)	485 (25%)	1940 (100%)
1.1.76	1887 (73%)	712 (27%)	2601 (100%)
increase on 1.1.76	30%	47%	34%

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The enormous increase of members younger than 18: 34% in one year, needs no comment. It is certainly primarily due to the introduction of a free public library system.

+ Children are usually members of the children's library until the age of 14; The Netherlands has very few teen-age departments.

2 Hours of opening per week of children's and adult departments both on 1.1.75 and on 1.1.76 (average per facility)

	Children's dept.	Adult dept.
1.1.1975	15½ hours	20 hours
1.1.1976	17 hours	20 hours
increase on 1.1.76 of	10%	0%

The decision to keep children's departments open longer was taken in most libraries either on July 1, 1975, when the free system was introduced, or shortly afterwards. The increase of membership among children seen in question 1 supports this decision.

3 Number of transactions in children's and adult departments (average per facility) during the first and second half-years of 1975. (Since there are no official interim counts, estimates were asked for.)

	Children's dept.	Adult dept.	
first half-year	31,200 (42%)	43,200 (58%)	74,400 (100%)
second half-year	32,600 (44%)	41,700 (56%)	74,300 (100%)
increase/decrease of	+ 4,5%	−3%	0%

Despite an increase in the number of members, there does not seem to have been a sizable increase in the number of borrowings by the second half of 1975. Besides the fact that many of the answers were estimated, it is also worth mentioning that experience shows that there are fewer transactions during the period which includes the vacation

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months and more transactions during the first half-year when many children are reading books as part of their examination preparation. It may also be that the consequences of the free system were not seen in time, so that many collections were too small!

4 Size of collections in children's and adult departments on 1.1.75 and 1.1.76 (average per facility)

	Children's dept.	Adult dept.	Total
1.1.75			
Non-fiction	3,160 (28%)	7,990 (72%)	11,150 (100%)
Fiction	4,420 (39%)	6,950 (61%)	11,370 (100%)
Total	7,580 (34%)	14,940 (66%)	22,520 (100%)
1.1.76			
Non-fiction	3,500 (30%)	8,340 (70%)	11,840 (100%)
Fiction	5,000 (41%)	7,130 (59%)	12,130 (100%)
Total	8,500 (35.5%	15,470 (64.5%)	23,970 (100%)
Increase on 1.1.76 of			
Non-fiction	11%	4%	
Fiction	13%	2.5%	
Total	12%	3%	

Collections in children's departments increased more than those in adult departments by a factor of four. The table also shows that the children's collection, on 1.1.76, was 35.5% of the total library collection.

5. Availability of reference material in the children's department on 1.1.75 and 1.1.76

On January 1, 1975 there was a collection of reference material available in 72% of children's libraries. By January 1, 1976 this had increased to 78%. The extent of this reference material had grown by 15%. On 1.1.75 there was an average of 81 books, and by 1.1.76 the average was 93.

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6.1 Availability and size of an advisory collection for parents and educators on 1.1.75 and 1.1.76

On January 1, 1975 only 15.5% of facilities could offer material for parents and educators. On January 1, 1976 this percentage was 16, so that there was no appreciable change. Nor has the extent of collections increased: an average of 153 books on 1.1.75 and of 160 books on 1.1.76, a rise of only 4.5%. In 40% of the libraries these books are part of the adult collection, while in the other 60% they have been placed in the children's department.

6.2 Availability of professional books on children's literature, placement and size on 1.1.75 and 1.1.76

On January 1, 1975 48% of libraries offered professional books on children's literature. By January 1, 1976 this had risen to 51%. While this increase is not particularly noteworthy, the number of books available did increase from an average of 33 on 1.1.75 to 41 on 1.1.76, an average per facility of 24%. More than half of the libraries place these collections in the adult departments.

	1.1.75	1.1.76
in adult dept.	54.5%	52%
in children's dept.	18.5%	20%
in both depts	27%	28%

7 Target size of children's collection as percentage of total collection

Target size for a children's collection varies considerably among libraries, from 15% to 60%. Average target size is 40%. In relation to the actual situation on 1.1.76, when these collections were about 35.5% of the total, they will have to be increased about 10-15% more than adult collections.

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8 Budget spent on children's books in 1975 and 1976 (as % of total)

In 1975 an average of ƒ13,400 was spent for children's books, 33% of the total budget for the facility. In 1976 this had risen to ƒ16,300, a rise of 21%, but the percentage of the total budget thus spent remained 33%.

9 Average number of hours worked per facility per week

	1.1.75	1.1.76	% increase
children's dept.	63 hours (30%)	71.5 hours (32%)	13.5%
adult dept.	148 hours (70%)	156 hours (68%)	5.5%
total	211 hours (100%)	227.5 hours (100%)	8%

The number of man-hours worked in children's departments (32% of the total) correlated nicely with the size of collections (35.5%) but fell short of the number of transactions (around 44%) and the number of open hours (46%).

10 Average number of man-hours worked in the children's department by personnel catagory (in %)

	1.1.75	1.1.76
loan staff	10%	12%
administrative staff	41.5%	44%
personnel with A.B. Diploma	26%	21.5%
personnel with J.B. Diploma	11.5%	11.5%
personnel with B.O.B. Diploma	7%	7.5%
voluntary staff	4%	3.5%

In 1975 44.5% of the total man-hours were contributed by professionally trained staff. In 1976 this had dropped to 40.5%, so that it must be said that the increase in work,

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brought about by the introduction of the free system, has not led to a qualitative improvement in the work done in children's libraries.

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ACTUAL WORK OF THE CHILDREN'S LIBRARY

Heads of children's departments and of facilities which include children's collections were asked to provide information on the nature of duties performed in their departments and the number of hours devoted to each of those duties. 211 libraries answered the questions directly relating to the amount of time spent on certain specified tasks, 277 answered all the questions included in this section.

1. Average number of man-hours per week during 1975 spent on specified tasks

1st half-year 1975	during working hours	outside working hours	total hours	%
1.1 Building a collection (total)	4,05	0,10	4,15	16
1.1.1 acquisition of children's books	2,60	0,10	2,70	
1.1.2 re-organization children's collection	1,20		1,20	
1.1.3 collecting professional literature	0,15		0,15	
1.1.4 parents and educators collection	0,10		0,10	
1.2 cataloging/filing	3,00		3,00	11.5
1.3 lending/fines administration	7,00		7,00	26.5
1.4 reading of children's and professional lit.	0,65	1,00	1,65	6
1.5 inquiry desk				
children	5,60		5,60	
adults	2,20		2,20	
total 1.5	7,80		7,80	30
1.6 class visits	2,00		2,00	7.5
1.7 story-telling, reading aloud, creative work with books	0,70		0,70	2.5
Total 1.1 to 1.7	25,20	1,00	26,30=100%	

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2a-Actual work-1-

2nd half year 1975	during working hours	outside working hours	total	%	increase 2nd half year over 1st half year in hours	in %
1.1 Building a collection (total)	4,85	0,15	5,00	15.5	0,85	20
1.1.1 acquisition of children's books	3,-	0,15	3,15		0,45	
1.1.2 re-organization children's collection	1,50		1,50		0,30	
1.1.3 collecting professional literature	0,20		0,20		0,05	
1.1.4 parents and educators collection	0,15		0,15		0,05	
1.2. cataloging/filing	3,75		3,75	12	0,75	25
1.3 lending/fines administration	7,60		7,60	23.5	0,60	8
1.4 reading of children's and professional lit.	1,00	1,00	2,00	6	0,35	20
1.5 inquiry desk						
children	7,30		7,30		1,70	
adults	3,00		3,00		0,60	
total 1.5	10,30		10,30	32	2,30	32
1.6 class visits	2,70		2,70	8	0,70	35
1.7 story-telling, reading aloud, creative work with books	1,40		1,00	3	0,30	40
total 1.1 to 1.7	31,20	1,15	32,35	100%	6,85	23

←The information given above indicates that the work load increased during the second half of 1975 by 23%, although the amount of time given to each individual task remained almost constant. (columns 5 and 6). Hours spent at the lending desk declined slightly and advising readers took more of the work time. The three duties requiring most man-hours were "advising readers" (30-32%), "lending administration" (26.5-23.5%) and "forming collection" (16-15.5%).

2 Number of man-hours per half-year spent on external activities, by facility

	1st half year			2nd half year		
	during working hours	outside working hours	total hours	during working hours	outside working hours	total hours

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2a-Actual work-3-

2.1 lectures on children's lit.	3,5	3,9	4,5	4,4	3,4	7,8
2.2 contact with nursery schools, clubs, neighbourhood centers, homes	4,0	1,0	5,0	6,9	1,2	7,5
2.3 teaching, children's lit. (inc. giving exams)	1,3	1,7	3,0	0,5	-	0,5
total	7,8	3,7	11,5	11,2	4,6	15,8

In the second half of 1975 there were more external activities performed by staff in every area except that of teaching. How much of this increase is due to the introduction of the free system and how much to the time of year is not clear. In any case the amount of time spent in both periods must be called scanty (about 0,5 hours per week).

3 Involvement of children's library staff in policy-making

1st half year	involved	not involved	no opinion
3.1 drafting of budget, policies	56 (20%)	142 (52%)	79 (28%)
3.2 publicity	116 (42%)	82 (30%)	79 (28%)
3.3 personnel	117 (42%)	78 (30%)	82 (30%)
3.4 staff meetings	92 (33%)	94 (34%)	92 (33%)

2nd half year	involved	not involved	no opinion
3.1 drafting of budget, policies	63 (23%)	153 (53%)	61 (22%)
3.2 publicity	136 (49%)	79 (29%)	62 (22%)
3.3 personnel	126 (45%)	85 (31%)	66 (24%)
3.4 staff meetings	102 (36%)	104 (37%	71 (27%)

Involvement of children's library staff in matters of policy (at least on the part of the head of the department) increased very slightly between the first half year and the second. The increase is most noticeable in the areas of publicity and

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personnel (hiring etc.). But even there less than half of the staff are involved. A still smaller group said that they were involved in matters more closely concerned with policy-making (between 20 and 35%), and this percentage would be even smaller if heads of departments were not included.
More unusual is the large number of participants who do not know whether they have any part to play in policy matters. Is this due to a problem of communication within the facility or to disinterest or a lack of expertise on the part of the staff in such areas?

4 Availability of a school library service, relation of children's library to schools (direct/indirect)*

availability of school service	1st half year 1975	2nd half year
yes	107 (38%)	133 (48%)
no	102 (36%)	92 (33%)
don't know	68 (26%)	52 (19%)

During the second half of 1975 the number of school library services available increased to the point that almost half of the libraries questioned provided this service. That 20% of the participants did not know whether such a service was provided by their libraries is certainly unusual, but this may be due to the use of the terms "separate" and "service" in the questions. For example, can one speak of a separate service when a staff member is assigned to the task or when a staff member takes on this task as part of wider duties?

*In The Netherlands the school library service is often administered by the public library.

working relationship school library service/ children's department	1st half year 1975	2nd half year
yes	52 (48%)	72 (53%)
no	51 (48%)	54 (40%)
don't know	4 (4%)	7 (7%)

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Strangely enough, only half of the libraries providing a school service report a working relationship between that service and the children's department. Since both work with the same public, one would expect more cooperation, unless one believes that each should be concerned with strictly defined and separate areas of responsibility.
Libraries not providing a school service were asked whether they worked in other ways with schools (e.g. advising school documentation centers, advising schools on the acquisition of children's books, book promotion). The following table gives answers to this question.

	1st half year 1975	2nd half year 1975
yes	44 (43%)	50 (54%)
no	40 (39%)	39 (42%)
don't know	18 (18%)	3 (4%)

40% of libraries which do not have a school library service have no relations with schools at all.
There was a school library service provided by 133 of the 277 libraries during the second half of 1975. Of the remaining 144, 50 libraries report regular contacts between the schools and children's departments, so that in 183 libraries there was some provision for library service for schools. (66%).
93 facilities report that there was neither direct nor indirect contact between their children's departments and schools (34%).

5. Activities in the children's libraries which fall short of desired aims

aspects of work which fall short	total	cause: lack of money	time	room	expertise
5.1 acquisition	144 (52%)	54	65	15	10
5.2 cataloging	43 (15%)		40	2	1
5.3 lending adm.	22 (8%)		20	1	1
5.4 reading of children's lit.	151 (54%)	2	142		7
5.5 reading of professional lit.	144 (52%)		138		6

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5.6 advice to readers	177 (63%)	-	143	13	11
5.7 class visits	187 (67%)	1	133	42	11
5.8 story-telling, reading aloud, creative work with books	245 (88%)	3	138	90	14
5.9 external activities	200 (72%)	10	143	5	42

With the exception of "cataloging" and "lending administration" (which absorb 35% of man-hours - see table ad1), all other aspects of the work fell short of desired aims. Scoring highest were "story-telling, etc.",(88%), "external activities" (72%) and "class visits" (67%), and it is clear from tables ad1 and ad2 that these areas of work do indeed receive the least attention during the actual work-week. Interestingly, 63% of the participants felt that "advising readers" fell short even though an average of 10 hours a week per facility are spent on this activity.

As might be expected, a lack of time (read: a lack of personnel) is most often given as the cause. A lack of room also plays its part in the areas of "class visits" and "story-telling," while falling short in the area of external activities can be blamed on a lack of expertise as well as on a lack of time.

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OPINIONS ON THE WORK; MOTIVATION

Heads of children's departments and of facilities which include children's collections were also asked to answer questions on motives leading to working in a children's library and on duties which they considered proper to children's library work. This section was answered by 277 participants.

It was assumed that the nature and niveau of the training enjoyed by staff members would affect their answers, and they were therefore divided into four groups: those with an A.B. (assistant's librarian's) diploma; those with a B.O.B. (librarian in a public library) diploma but no further training; those with a J.B. (children's librarian) diploma, with or without B.O.B. diploma; and those with no formal library training.

1 Nature and niveau of professional training

diploma	number	in % of total
1. A.B.	119	43%
2. B.O.B.	53	19%
3. J.B. or J.B./B.O.B.	66	23%
4. no professional diploma	39	15%
total number persons	277	100%

The majority of those directing or responsible for children's libraries have an A.B. diploma (43%), while only 23% have a J.B. diploma and 15% have no professional training at all. 9 of the participants had both a J.B. and a B.O.B. diploma.

2 Motivation for choosing children's library work

	total	persons with: 1. A.B.	2. J.B. or J.B./B.O.B.
a could get employment	30 (17%)	16 (13%)	3 (4.5%)
b was advised to do it	5 (2%)	3 (2.5%)	1 (1.5%)

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c thought the professional training pleasantest (at that time)	43 (15.5%)		43 (65%)
d liked children	57 (20%)	21 (17.5%)	25 (38%)
e wanted to bring books and children together	86 (31%)	31 (26%)	35 (53%)
f importance of educational aspects of work for child development	73 (26%)	22 (18%)	29 (44%)
g didn't like working in adult department	6 (2%)	2 (2%)	2 (3%)
h was advised by job counsellor	5 (2%)	2 (2%)	1 (1.5%)
i because of contact with schools	20 (7%)	6 (5%)	11 (16.5%)
j not interested in management functions	14 (5%)	3 (2.5%)	11 (16.5%)
k enjoyed children's literature	117 (42%)	43 (35%)	51 (77%)
l to help children to find books	53 (19%)	22 (18%)	15 (23%)
m as Brand librarian I am also responsible for children's dept.	139 (50%)	72 (60%)	8 (12%)
n other reasons, not answered	27 (10%)	10 (8.5%)	9 (13%)
total	277 (100%)	119 (100%)	66 (100%)

	3. B.O.B. only	4. no prof. training
a could get employment	4 (7.5%)	7 (18%)
b was advised to do it	-	1 (2.5%)
c thought the professional training pleasantest (at that time)	-	-
d liked children	4 (7.5%)	7 (18%)
e wanted to bring books and children together	13 (24.5%)	7 (18%)
f importance of educational aspects of work for child development	11 (20%)	11 (28%)
g didn't like working in adult department	-	2 (5%)
h was advised by job counsellor	-	2 (5%)
i because of contacts with schools	3 (5.5%)	-
j not interested in management functions	-	-

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k enjoyed children's literature	12 (22.5%)	11 (28%)
l to help children to find books	8 (15%)	8 (20.5%)
m as branch librarian I am also responsible for children's dept.	42 (78%)	17 (44%)
n other reasons, not answered	6 (11%	2 (5%)
total	53 (100%)	39 (100%)

A striking 50% of participants reported that one of their chief motives was being assigned to the children's department as part of their wider duties in the library. 78% of those with a B.O.B. diploma and 60% of those with an A.B. diploma choose this item in the list offered.
Other important motives were "enjoyed children's literature" (42%), "wanted to bring books and children together" (31%) and "importance of educational aspects for child development" (26%). These motives weighed heavily for participants with J.B. diplomas (77.53%, 53% and 44%). Besides the first named reason, the item most often checked off by this group was "thought the professional training pleasantest available (at that time)". In relation to the other three groups, these participants have a stronger affinity for children, and the somewhat negative motives suggested (a, b, g, h, j) were seldom chosen by them.

3 Important aspects of children's library work

	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
a lending books to children	59 (21%)	23 (19%)	11 (16%)
b introducing children to all sorts of books	187 (67%)	81 (67%)	45 (68%)
c helping children to enjoy books	193 (69%)	77 (64%)	51 (77%)
d helping children to acquire knowledge	90 (32%)	43 (36%)	17 (25%)
e promoting good children's literature	108 (38%)	40 (33%)	37 (56%)

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f	assembling an well-chosen collection of children's books	109 (39%)	40 (33%)	35 (53%)
g	offering support to schools	68 (24%)	26 (22%)	21 (32%)
h	offering children an activity	22 (8%)	13 (11%)	2 (3%)
i	assisting in development and growth of children	150 (53%)	66 (55%)	42 (63%)
j	advising adults on children's literature	87 (31%)	28 (23%)	36 (55%)
k	other duties, not answered	8 (3%)	3 (2.5%	4 (6%)
	total	277 (100%)	119 (100%)	66 (100%)

		3. B.O.B. only	4. no prof. training
a	lending books to children	14 (26%)	11 (28%)
b	introducing children to all sorts of books	38 (72%)	23 (59%)
c	helping children to enjoy books	41 (77%)	24 (62%)
d	helping children to acquire knowledge	21 (40%)	9 (23%)
e	promoting good children's literature	18 (34%)	13 (33%)
f	assembling an well-chosen collection of children's books	23 (43%)	11 (28%)
g	offering support to schools	12 (23%)	9 (23%)
h	offering children an activity	6 (12%)	1 (2%)
i	assisting in development and growth of children	26 (49%)	16 (41%)
j	advising adults on children's literature	13 (24%)	10 (25%)
k	other duties, not answered	1 (2%)	-
	total	53 (100%)	39 (100%)

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As the most important duties they have, the four groups chose "helping children to enjoy books" (69%), "introducing children to all sorts of books" (67%) "assisting in development and growth of children" (53%). "Helping children to acquire knowledge" was relatively less important, especially for those with J.B. diplomas.
There were no striking differences in the answers of the four groups, but participants with J.B. diplomas see a wider range of activities important. This group also chose the item "advising adults on children's literature" more often.

4 Differences in tasks in adult and children's departments

essentially different	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
yes	149 (53%)	63 (52.5%)	45 (68%)
no	106 (38%)	49 (41%)	20 (30%)
no opinion	22 (9%)	7 (6.5%	1 (2%)
total	277 (100%)	119 (100%)	66 (100%)

	persons with: 3. B.O.B. only	4. no prof. training
yes	22 (41.5%)	19 (48.5%)
no	25 (47%)	12 (31%)
no opinion	6 (11.5%)	8 (20.5%)
total	53 (100%)	39 (100%)

While more than half of the participants found that the work in the children's department was essentially different from that in the adult department, the highest percentage having this opinion was in the J.B. group (68%).

practically different	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
yes	139 (50%)	54 (45%)	49 (74%)
no	99 (36%)	48 (40%)	13 (19%)
no opinion	39 (14%)	17 (15%)	4 (7%)

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total	277 (100%	119 (100%	66 (100%)

	persons with: 3. B.O.B. only	4. no prof. training
yes	16 (30%)	20 (51%)
no	29 (55%)	9 (23%)
no opinion	8 (15%)	10 (16%)
total	53 (100%)	39 (100%)

Here too half of the participants believe that duties in the two departments are in practice different, and once again the highest percentage which thinks so is in the J.B. group. Persons with a B.O.B. diploma are far less likely to think this. It is reasonable to suppose that those who assume a fundamental difference in the work of the two departments are also liable to experience that difference, or vice versa.

5 Aspects of the work in the children's department most deserving of attention

under ideal circumstances, most attention should be paid to:	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
a an increase in number of ~~readers~~ members and books loaned	0.25*	0.16	0.45
b assembling of a well-chosen collection (acquisitions in proportion to the needs of readers)	2.00	1.80	2.27
c contact with as many children as possible through schools, clubs, neighbourhood centers and children's homes	1.66	1.75	1.75
d contact with as many children as possible within the library	1.83	1.85	1.80
number of respondents	277	119	66

under ideal circumstances, most attention should be paid to:	persons with: 3. B.O.B. only	4. no prof. training
	28	

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a	an increase in number of members and books loaned	0.40	1.00
b	assembling of a well-chosen collection (acquisitions in proportion to the needs of readers)	2.50	1.60
c	contact with as many children as possible through schools, clubs, neighbourhood centers and children's homes	1.68	1.15
d	contact with as many children as possible within the library	2.07	1.35
	number of respondents	53	39

Scoring: most important = 3, of no importance = 0, average = 1.5

The aspect of work deserving most attention was felt to be the forming of the children's collection. Participants with graduate training (J.B./B.O.B.) were most likely to stress this item. Least worthy of attention was deemed "an increase in number of members and books loaned." Only those with no professional training considered this important, but this group showed no particular preference for any one item. Finally, there was no difference among the four groups as to order of preference of the four items offered.

6 Use made and assessment of editions and services of the NBLC

	total		persons with: 1. A.B. diploma only		2. J.B. or J.B./B.C	
	% of use	score	% of use	score	% of use	score
a acquisition ~~advance~~ information*	83%	2.23	81%	1.73	97%	2.2
b reviews	42%	2.60	38%	2.53	71%	2.8
c catalogue material	75%	2.83	74%	2.82	94%	2.7
d educational reviews	13%	2.80	13%	2.98	17%	2.7
e selected reading lists	28%	2.80	26%	2.74	48%	2.8
f material for children's book week	70%	2.20	69%	2.20	89%	2.6
g library instruction for children	13%	2.00	13%	2.26	23%	1.7

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h reading programs	47%	2.10	43%	2.05	64%	2.10
i monographs**	74%	3.23	72%	3.20	90%	3.30
j guide/folder children's library	31%	2.44	33%	2.58	33%	2.33
k exhibitions***	17%	1.68	18%	1.52	31%	1.55

	persons with: 3.B.O.B. only		4. no prof. training	
	% of use	score	% of use	score
a acquisition information*	81%	2.30	66%	2.20
b reviews	26%	2.00	28%	2.60
c catalogue material	68%	2.77	56%	2.86
d educational reviews	7%	2.50	15%	2.83
e selected reading lists	15%	3.00	18%	2.57
f material for children's book week	60%	2.06	59%	2.40
g library instruction for children	4%	1.50	13%	2.00
h reading programs	41%	2.20	43%	2.00
i monographs**	74%	3.13	54%	3.30
j guide/folder children's library	20%	2.45	33%	2.33
k exhibitions***	10%	2.00	8%	1.66

Scoring: very satisfied = 4, very unsatisfied = 0, average = 2
The assessment score was only given by those who actually used the materials or services on the list.

Acquisition information, catalogue materials, monographs and material used during children's book weeks were made great use of. Seldom used were educational reviews, library instruction for children and exhibitions, and reviews and materials for reading programs were required by less than half of the staff. In every catagory, these services were most requested and used by persons with a J.B. diploma, the difference being sometimes 20-30% more, while they were least used by those with no professional training. Monographs were given the highest satisfaction score (3.23), while exhibitions (1.68), library lessons (2.00) and (2.10) were rated least satisfactory. Also scoring low were acquisition information (2.23) and materials provided for children's

* Brief book reviews on possible acquisitions

** Information on children's book authors and illustrators

*** Exhibitions of children's books or professional literature

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book weeks (2.20). A noticeably low score was given by staff with A.B. diplomas to acquisition advice, and those with B.O.B. diplomas were clearly unsatisfied with reviews, which were most appreciated by J.B. diploma holders.

7 Need for other resources

need for other resources:	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
yes	67 (24%)	21 (17.5%)	28 (41.5%)
no	133 (48%)	71 (59%)	23 (35%)
no opinion	77 (28%)	27 (23.5%)	15 (22.5%)
total	277 (100%)	119 (100%)	66 (100%)

need other resources:	3. B.O.B. only	4. no prof. training
yes	13 (24.5%)	5 (13%)
no	24 (45%)	15 (38.5%)
no opinion	16 (30.5%)	19 (48.5%)
total	53 (100%)	39 (100%)

About one-quarter of participants need more resources than they are getting at present. This opinion is held most strongly by those with J.B. diplomas. The following aids were mentioned as desirable: cross-reference catalogue (named 9 x), annotated catalogue materials for parents and children 7x, improvement of existing resources (6 x), manual for use of card-files by children (6 x), information on children's books and authors (6 x), revision and extension of library lessons (5 x), more selected reading lists (5 x), suggestions for lectures (3 x), suggestions for primary readers and non fiction (3 x), genre-descriptions of fiction (3 x).

8 Changes in acquisition-policy as a result of the free ~~library~~ lending system.

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changes in acquisition-policy	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
yes	217 (78%)	93 (78%)	55 (83%)
no	29 (10%)	14 (12.5%)	7 (12%)
no opinion	31 (12%)	12 (10%)	4 (5%)
total	277 (100%)	119 (100%)	66 (100%)

changes in acquisition-policy	3. B.O.B. only	4. no prof. training
yes	40 (75%)	29 (72%)
no	6 (12%)	2 (6%)
no opinion	7 (13%)	8 (22%)
total	53 (100%)	39 (100%

Regardless of training, the majority of participants believed that the introduction of the free lending system has necessitated a new acquisition-policy. The following list makes clear that the change is primarily toward acquiring more duplicate titles, more picture books, more non-fiction (informative reading matter) and more comic-books. About a third of participants believed that there were also different criteria being used to select books since the free system was introduced.

If yes, namely:

more purchases of cheaper material	71 (26%)
fewer purchases of cheaper material	9 (3%)
more comic-books	130 (47%)
fewer comic-books	11 (4%)
more non-fiction	139 (50%)
less non-fiction	7 (2.5%)
more picture books	164 (59%)
fewer picture books	6 (2%)
more duplicates	178 (63%)
fewer duplicates	8 (3%)
more books for "older" members	81 (29%)
fewer books for "older" members	12 (4%)
different selection criteria	87 (32%)

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9/10 Adequacy of training acquired in relation to responsibilities

	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
more than adequate	8 (3%)	1 (1%)	5 (7.5%)
in general yes	168 (60%)	68 (57%)	50 (75%)
barely adequate	75 (27%)	44 (37%)	8 (12%)
definitely not	7 (3%)	3 (2.5%)	3 (5.5%)
no opinion	19 (7%)	3 (2.5%)	—
total	277 (100%)	119 (100%)	66 (100%)

	3. B.O.B. only	4. no prof. training
more than adequate	1 (2%)	1 (2.5%)
in general yes	39 (74%)	11 (28.5%)
barely adequate	12 (23%)	11 (28.5%)
definitely not	—	1 (2.5%)
no opinion	1 (2%)	15 (38%)
total	53 (100%)	39 (100%)

Nearly two-thirds of participants were satisfied that their training had prepared them for their responsibilties. This was felt most strongly by those with the J.B. diploma and least, logically, by those with no professional training. In fact, this last catagory often expressed no opinion at all. It is striking that many of the A.B. diploma holders (40%) find their training inadequate for the work they are doing.

aspects of work one is incompetent to handle	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.
a knowledge of materials	39 (14%)	20 (17%)	3 (4.5%)
b relations with children	32 (11.5%)	14 (11.5%)	6 (9%)
c relations with adults	9 (3.5%)	6 (5%)	2 (3%)
d management duties	52 (15%)	27 (23%)	18 (27%)
e library techniques	7 (2.5%)	2 (1.5%)	3 (4.5%)
f financial policy/control	128 (46%)	65 (54%)	35 (53%)

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g communication and discussion techniques	148 (53%)	76 (63%)	34 (52%)
h other	27 (10%)	11 (9%)	7 (11%)
total	277 (100%	119 (100%)	66 (100%)

aspects of work one is incompetent to handle	3. B.O.B. only	4. no prof. training
a knowledge of materials	10 (19%)	6 (15%)
b relations with children	7 (13%)	5 (13%)
c relations with adults	-	1 (2.5%)
d management duties	6 (11%)	1 (2.5%)
e library techniques	1 (2%)	1 (2.5%)
f financial policy/control	15 (28%)	13 (33%)
g communication and discussion techniques	20 (38%)	18 (46%)
h other	5 (10%)	4 (10%)
total	53 (100%)	39 (100%

These figures indicate unmistakably that financial policy and control, communication skills and discussion techniques are the aspects of their work which participants feel least competent to handle. More than 50% felt that they were inadequate in these areas, but the lowest percentage of these were holders of the B.O.B. diploma, whose professional training included relatively more attention to these aspects.

This difference in training makes itself felt in the self-confidence which B.O.B. diploma holders have in management aspects of their work, in comparison to those having A.B. or J.B. diplomas.

11 Need for further training

need for further training	total	persons with: 1. A.B. diploma only	2. J.B. or J.B./B.O.B.

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yes	227 (82%)	101 (85%)	56 (85%)
no	27 (10%)	12 (10%)	7 (11%)
no opinion	23 (8%)	6 (5%)	3 (4%)
total	277 (100%)	119 (100%)	66 (100%)

need for further training	3. B.O.B. only	4. no prof. training
yes	45 (85%)	25 (64%)
no	5 (10%)	3 (8%)
no opinion	3 (5%)	11 (28%)
total	53 (100%)	39 (100%)

Despite the fact that two-thirds of participants found their previous training adequate, a large majority (80%) feel the need of further schooling. All three of the groups having professional degrees feel equally strongly on this point, and only the group which has had no professional training is satisfied with whatever preparation it has acquired.

As might be expected from the figures given under 9, the following table indicates that further schooling is wished in the areas of communication skills, lecturing and discussion techniques, and there is a strong interest in learning more about audio-visual materials.

Holders of A.B. and J.B. diplomas would like more training in the management aspects of their work; B.O.B. diploma holders do not have a need for this added training. This would also appear to be true of communication skills and discussion techniques.

need for further training in	total	1. A.B. diploma only	2. J.B. or J.B./B.O.B.
a management aspects	31%	37%	41%
b story telling/ reading aloud	20%	25%	11%
c class visits	35%	37%	24%
d lecturing	48%	50%	48%
e discussion/meeting techniques	43%	52%	49%

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f	knowledge of audio-visual materials	43%	41 %	51 %
g	setting up of in-service training	20 %	18 %	32 %
h	knowledge of books/ book discussions	28 %	33 %	15 %

		3. B.O.B. only	4. no prof. training
a	management aspects	13 %	20 %
b	story telling/ reading aloud	12 %	18 %
c	class visits	24 %	33 %
d	lecturing	24 %	33 %
e	discussion/meeting techniques	22 %	31 %
f	knowledge of audio-visual materials	22 %	31 %
g	setting up of in-service training	10 %	13 %
h	knowledge of books/ book discussions	20 %	26 %

12 Consultation

The question was asked whether there was regular consultation between the children's librarian attached to the main library and the children's librarians or heads of branch libraries. Subtracting the 51 participants to whom the question did not apply, a total of 226 answered as follows: yes 170 (75%), no 16 (7.5%), not known 40 (17.5%). The number of persons who did not have regular consultations was, therefore, very small.

A question was asked as to the hierarchical contact between the children's librarian and the head of the library. It brought the following response: yes 122 (63%), no 10 (5%) and not known 62 (32%). For 83 participants the question was not applicable. Here too the number who did not have regular consultations was minimal.

Finally a question was asked about collegial contact between the children's librarian and other personnel in the library. Subtracting the 57 participants to whom the question did not apply, answers were: yes 161 (73%), no 7 (3.5%) and not known 52 (23.5%).

The figures suggest a satisfactory situation, except perhaps for the fact that a relatively large number of participants do not seem to know whether or not such consultations and/or contacts take place.

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Full-time and part-time staff of children's libraries were sent a questionnaire which included items relating to their function, training, age, the number of years they have worked both inside and outside the library system, the tasks they accomplish and the extent of their participation in library affairs at a national level.

These questions were answered by 927 participants. In analyzing their answers, niveaus of training were once again taken into consideration, and the total group was divided into:

1 597 who had no professional training
2 186 who had an A.B. diploma
3 75 who had a B.O.B. diploma, and
4 69 who had a J.B. diploma, of whom 7 also had a B.O.B.

Answers showed that 64% of children's library staff have no professional training. Of the total personnel, including those with no technical responsibilities, 7.5% are graduate children's librarians. Comparing this last catagory to the total staff with technical responsibilities gives a percentage of 21.

	persons with: 1. no prof. training	2. A.B. diploma only	3. B.O.B. diploma	4. J.B. diploma
a head childr. dept. central library	3(0.5%)	34(18.5%)	16(21.5%)	29(42%)
b prof. staff childr. dept. central library	3(0.5%)	35(18.5%)	8(11%)	13(19%)
c prof. staff childr. dept., branch, provincial, or public library	3(0.5%)	107(58.5%)	50(66%)	26(39%)
d lending staff childr. dept. central library	31(5%)	-	-	-
e lending staff childr. dept., branch, etc.	58(10%)	2(1%)	-	-
f admin. staff childr. dept. central library	142(23.5%)	1(0.5%)	1(1.5%)	-
g admin. staff branch etc. in childr. dept.	143(23.5%)	1(0.5%)	-	-
h admin. staff branch etc.	213(36.5%)	3(2.5%)	-	-
total	596(100%)	183(100%)	75(100%)	69(100%)

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When respondents are grouped by function, catagories based on training niveau give the following percentages:

	total	1	2	3	4
a	82 (100%)	3 (3.5%)	34 (41.5%)	16 (19%)	29 (36%)
b	59 (100%)	3 (5%)	35 (60%)	8 (13.5%)	13 (21.5%)
c	186 (100%)	3 (1.5%)	107 (57.5%)	50 (26.5%)	26 (14.5%)
d	31 (100%)	31 (100%)	-	-	-
e	60 (100%)	58 (97%)	2 (3%)	-	-
f	144 (100%)	142 (99%)	1 (0.5%)	1 (0.5%)	-
g	144 (100%)	143 (99%)	1 (1%)	-	-
h	216 (100%)	213 (98.5%)	3 (1.5%)	-	-

The table above indicates that, of those responsible for technical work in children's libraries, whether in central or branch departments and including both management and non-management staff, the majority have only an A.B. diploma. Further studies must be made to discover whether this is true only for children's departments or whether it also applies to adult departments.

2 Age

age	persons with: 1. no prof. training	2. A.B. diploma only	3. B.O.B. diploma	4. J.B. diploma
<21 yrs. old	124 (21.5%)	9 (5%)	1 (1.5%)	1 (1.5%)
21-25 yrs. old	155 (27%)	80 (44%)	34 (46%)	29 (43%)
25-30 yrs. old	94 (16%)	42 (23%)	24 (32.5%)	20 (30.5%)
30-40 yrs. old	77 (13.5%)	37 (20%)	11 (15%)	11 (16%)
40-50 yrs. old	78 (13.5%)	11 (6.5%)	4 (5%)	4 (6%)
>50 yrs. old	49 (8.5%)	3 (1.5%)	-	2 (3.5%)
total	577 (100%)	182 (100%)	74 (100%)	67 (100%)

A relatively large number of non-professional staff are younger than 21. In all catagories of professional training 45-50% are younger than 25. For staff aged between 30 and 40 percentages vary between 13.5% non-professional and 20% with an A.B. diploma.

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Although more than 20% of administrative staff are older than 40, the number of staff with professional training in this age catagory can be "counted on the fingers of one hand," namely 5% to 9%.

3 Completed education

		number	(in % of total)
a	primary education	26	(3%)
b	trade school (household, technical, etc.)	92	(10%)
c	10th grade (comprehensive)	296	(32%)
d	11th, 12th grade (O and A levels)	136	(14.5%)
e	nursery school training	16	(2%)
f	technical college (not library studies)	31	(3.5%)
g	A.B. diploma	186	(20%)
h	B.O.B. diploma	75	(8%)
i	J.B. diploma	62	(7%)
j	J.B./B.O.B. diplomas	7	(1%)
		927	(100%)

The majority (70%) of non-~~professional~~ professional staff have an educational niveau of comprehensive school or less. 23% of ~~professional~~ non-professional staff have attended secondary or grammar schools (O and A levels), while 7% have a technical college education other than at a library academy. When asked whether they had followed or were following some form of library training course, 23% of non-technical staff answered that they were. For most of these (18%), it was the course "Book and ~~Bibli~~ Library," a home-study, orientation course for untrained administrative staff in public libraries.

4 Length of employment in the public library system

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length of employment	persons with: 1. no prof. training	2. A.B. diploma only	3. B.O.B. diploma	4. J.B. diploma
<6 months	66 (11%)	6 (3%)	11 (15%)	3 (4.5%)
6 months-1 year	64 (11%)	16 (8%)	15 (20%)	8 (11%)
1 year-2 years	130 (22%)	24 (13%)	4 (5%)	1 (1.5%)
2 years-3 years	87 (12.5%)	26 (14%)	8 (11%)	21 (31%)
3 years-5 years	109 (18.5%)	29 (16%)	14 (18%)	6 (8.5%)
5 years-10 years	108 (18.5%)	59 (32%)	15 (20%)	11 (16%)
>10 years	33 (6.5%)	26 (14%)	8 (11%)	19 (27.5%)
total	597 (100%)	186 (100%)	75 (100%)	69 (100%)

44% of non-professional staff have worked less than 2 years in the library system. Approximately the same percentage can be seen in the catagory of persons with a B.O.B. diploma. A relatively large group of those with a J.B. diploma have worked in the system between 2 and 3 years. The percentage of those participants employed in children's departments who have worked more than 5 years in the library system is highest in the A.B. catagory (46%) and the J.B. catagory (43.5%). That this group is a lower percentage of the B.O.B. catagory is not surprising when one realizes that these persons, in line with their training, are usually no longer working exclusively in children's departments after 5 years.

The following table shows that, for all catagories except the B.O.B., length of employment in the library system correlates with length of employment in children's departments. Only B.O.B.-trained staff have worked for a shorter time in children's departments than in the library system as a whole.

length of employment in childr. dept.	persons with: 1. no prof. training	2. A.B. diploma only	3. B.O.B. diploma	4. J.B. diploma
<6 months	73 (12.5%)	10 (6%)	12 (16%)	3 (4%)
6 months-1 year	72 (12%)	21 (11%)	14 (18.5%)	8 (11.5%)
1 year-2 years	132 (22%)	30 (16%)	10 (13.5%)	5 (7%)
2 years-3 years	90 (15%)	23 (13%)	14 (18.5%)	18 (26%)
3 years-5 years	96 (16%)	21 (11%)	4 (5%)	8 (11.5%)

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5 years-10 years	108 (18 %)	60 (32%)	17 (23.5%)	14 (20%)
10 years	26 (4.5%)	21 (11%)	4 (5%)	13 (20%)
total	597 (100%)	186 (100%)	75 (100%)	69 (100%)

5 Employment previous to joining children's library staff

previous employment	persons with: 1. no prof. training	2. A.B. diploma only	3. B.O.B. diploma	4. J.B. diploma
none	246 (41%)	106 (57%)	48 (64%)	42 (60%)
another dept. of library	46 (8%)	66 (35%)	21 (28%)	20 (29%)
outside library system	365 (51%)	14 (8%)	6 (8%)	7 (11%)
total	597 (100%)	186 (100%)	75 (100%)	69 (100%)

More than half of children's library staff have worked outside the library system. The percentage of professional staff previously employed at non-library jobs varies from 8% to 11%. In all catagories other than non-professional staff (8%), approximately 30% have worked in other departments of the system. Whether respondents meant to indicate that they had worked exclusively or primarily for other departments is not clear because of the way the question was posed. In any case, as table 4 shows, this work could not have been of long duration.

6 Nature of employment (full-time or part-time)

	persons with: 1. no prof. training	2. A.B. diploma only	3.B.O.B. diploma	4. J.B. diploma
full-time	263 (44%)	104 (55%)	57 (76%)	53 (77%)
part-time	334 (56%)	82 (45%)	18 (24%)	16 (23%)
← less than 5 hrs.	22 (3.5%)	3 (2%)	-	1 (1.5%)
← 5-10 hours	58 (9.5%)	7 (3.5%)	-	-
← 10-15 hours	45 (7.5%)	6 (3%)	-	-

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← 15-20 hours	113 (19.5%)	18 (10%)	3 (4%)	7 (10%)
← 20-25 hours	22 (3.5%)	6 (3%)	-	-
← 25-30 hours	22 (3.5%)	7 (3.5%)	3 (4%)	1 (1.5%)
← 30 hours	16 (2.5%)	17 (10%)	4 (5.5%)	4 (5.5%)
← not known	36 (6.5%)	18 (10%)	8 (10.5%)	3 (4.5%)
total	597 (100%)	186 (100%)	75 (100%)	69 (100%)

In contrast to non-professional staff and professional staff with A.B. diplomas (approx. 50% full-time employed), the majority of persons with B.O.B. and J.B. diplomas (75%) are working full-time. 40% of part-time non-professional staff work less than 20 hours and 16% of them work more. In comparison to J.B. and B.O.B. diploma staff, the percentage of those with an A.B. who work less than 20 hours a week is noticeably high (18.5%), while only 4% of B.O.B.-trained staff work less than 20 hours.

7 Scheduling of tasks (per week)

	1. no professional training	2. A.B. diploma only
average number of hours worked in children's dept.	12 hours	15 hours
scheduled as follows:		
a building a collection	20 min. (3%)	2 hours, 20 min. (15.
b cataloging	1 hour, 12 min. (11.5%)	2 hours (13%)
c lending administration	5 hours (42%)	1 hour, 30 min (11%
d study of children's books (book discussions)	20 min. (3%)	1 hour (7%)
e study of professional literature	10 min (1.5%)	25 min. (3%)
f readers advising	2 hours, 30 min. (19%)	4 hours, 40 min. (3:
g other activities in children's dept.	40 min. (6%)	1 hour (7%)
h activities outside children's dept.	10 min. (1.5%)	25 min. (3%)
i documentation of professional literature	3 min. (0.5%)	15 min. (1.5%)

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j internal and external communication	30 min. (4%)	1 hour (7%)
other activities	1 hour (8%)	10 min. (1%)

	persons with: 3. B.O.B. diploma	4. J.B. diploma
average number of hours worked in children's dept.	14 hours	27 hours

scheduled as follows:		
a *building* a collection	2 hours, 15 min. (16%)	4 hours, 20 min. (16%)
b cataloging	1 hour, 10 min. (8.5%)	3 hours (11%)
c lending administration	2 hours, 30 min. (18%)	2 hours, 45 min. (10%)
d study of children's books (book discussions)	50 min. (6%)	1 hour, 45 min. (6.5%)
e study of professional literature	25 min (3%)	1 hour (3.5%)
f *reader's advising*	4 hours, 20 min. (31%)	7 hours, 30 min. (28%)
g other activities in children's dept.	25 min. (3%)	1 hour, 45 min. (6.5%)
h activities outside children's dept.	12 min. (1.5%)	45 min. (3%)
i documentation of professional literature	25 min. (3%)	1 hour, 5 min (4%)
j internal and external communication	50 min. (6%)	2 hours, 25 min. (9%)
other activities	35 min. (4%)	40 min. (2.5%)

Since the B.O.B. group work an average of only 14 hours a week in the children's department, it appears (with reference to table 6) that these staff members spend a majority of their weekly hours of employment in the adult department. Logically, the reverse is true of J.B.-trained staff.

Non-professional personnel spend almost half their time (42%) at the lending desk and reader's advising also takes a large part of their time. For all three professional groups there are no essential differences in how time is apportioned. Major tasks are reader's advising, (about 30%), collection-forming (16%) and cataloging and lending (together 20-25%). As has already been seen from other tables, book discussions and the study of professional literature are given a minimum amount of

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available time.

8 Participation in regional and national library activities*

	persons with: 1. no prof. training	2. A.B. diploma only	3.B.O.B. diploma	4. J.B. diplom:
participating	32 (6%)	95 (51%)	63(84%)	54(78%
activities:				
book discussion groups	20(3.5%)	50 (24%)	17(23%)	54(78%)
half-yearly section meetings for childr. librarians	3(0.5%	22(12%)	12 (16%)	48(69%)
national committees and workgroups	1 (-)	1 (0.5%)	6 (8%)	6 (9%)
national conventions (NBLC hearings)	2 (0.5%)	20 (11%)	19 (25%)	26(38%)
national and regional conferences of the study center	10 (1.5%)	28 (15%)	25 (33%)	12 (17%)
not participating in any activities	565 (94%)	91 (49%)	12 (16%)	15(22%)

Non-professional staff almost never take part in the events listed above. Even among A.B.-trained staff the non-participating number almost 50%, and the 16% of B.O.B. and 22% of J.B. staff not taking part in any activities must be termed relatively high.

Asked why they took part in none or few of these events, participants chose the excuse "work does not allow it" most often. A relatively large number of professional staff (15-20%) answered that they were"not interested"; this answer was most often given by those who participate in none of the activities named.

There were no great differences among the four educational catagories. It is certainly noticeable that 28% of non-professionals reported that they were "not given permission" to take part in these activities.

reasons for non-participation	persons with: 1. no prof. training (597=100%)	2.A.B. diploma only (186=100%)	3. B.O.B. diploma (75=100%)	4. J.B. diplom. (69=100%)

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not interested	11%	18%	15%	16%
work does not allow it	48%	50%	35%	40%
not given permission	28%	10%	8%	7%
not appropriate	13%	22%	42%	37%

Footnote to page 8, table 8:

*Organized by the NBLC and such sections as the section children's library work, work groups devoted to various subjects, etc.

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PRELIMINARY COMMENTS BY THE EXECUTIVE COMMITTEE OF THE SECTION ON CHILDREN'S LIBRARY WORK

Part one of this report, answered by directors of main libraries and provincial central libraries, consists primarily of facts and figures from the year 1975. Information was sought on two periods, before and after July 1, in order to assess the impact on young readers of the introduction of the free library system.

Data show that there was an appreciable increase in the number of readers, the size of collections and the amount of work to be done. The report does not give a clear picture, however, partly because two dissimilar periods were being compared. The first half of the year always gives a different picture from the second half, and a great many libraries waited until 1976 to augment hours of opening, collections and staff in their children's libraries.

A follow-up study on 1976 and 1977 would be necessary to give a clearer picture of how the free system has affected the work of the children's libraries.*

To collect the necessary information, there should be a monthly registration of transactions in the libraries: loans, number of readers, extent of collections and number of hours worked could easily be computed. Some figures needed for this study were either estimated or omitted.

Data gathered by parts two and three of the questionnaire should be used to gain insight into the nature and extent of the work of children's librarians. One aspect of this work which the study makes obvious is the lack of help and advice available to (potential) readers, yet this service, which can take several forms (reader's advising, story-telling, reading aloud of children's books, etc.) seems to us to be

* 91% of 5 to 15 year olds were registered library members in 1977, but this does not imply that they actually used the library services.

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the essential task of the children's library: to bring child and book, eventually other materials, together.

It will be necessary to give more consideration to how groups of children can be reached outside the library, if we hope to realize the goal of the public library system to reach all children.

More attention should be paid to cooperation between all departments of the system, as more concern and help for the children's department is certainly a stipulation for winning new readers.

Another aspect which deserves investigation and realisation are the vitally needed in-service training courses for staff.

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COMMENTARY ON DATA IN PART I

1. There was also a marked increase in the number of adult readers after introduction of the free lending system.

2. Standards set in 1976 for hours of opening have not been met by children's departments. These standards prescribed 14 hours per week for libraries serving 5,000 residents and up to 34 hours for those serving 50,000 or more.

Many readily-available figures were unfortunately not supplied by participants. From 53 of the 268 libraries questioned, we received no information on hours of opening of the children's department ~~last~~ as of January 1, 1975.

3. One reason why an increase in the number of loans lags behind the increase in readers could be the introduction of restrictions on readers' services and a change in lending conditions.

6.1. The actual function of a collection for parents and educators is not at all clear. What information should such a collection aim to provide, which books should be included, where should the collection be housed, and which staff should be available to help potential lenders? A work group should certainly study these questions, especially in the light of the present discussion of an integration of adult and children's departments.

6.2. Questions also arise concerning the professional literature collection, and some research needs to be done as to which studies of children's literature should be included and where they should be housed. The average number of titles now available in these collections, even including "Monographs" and the series "Beyond the Book," is very low.

In May 1976 A. Moerkercken van der Meulen published an article (in Infobulletin 31) on the distribution of information. Discussion of her arguments should certainly

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be developed.

The executive committee believes that professional literature should be housed in the children's department, as such special literature should not be divorced from the primary collection of children's books. Lenders of these texts also need the advice of children's librarians. The problem arises, however, of how the collection can be made available to adults if it is in the children's department, which has different hours of opening from the adult department.

7. Most libraries base their target figures for the size of the children's collection (approximately 40% of the total collection) on the number of readers and loans. Not considered are the potential readers in the area served, so that a vicious circle is created: first more readers, then more books. With a sudden increase in the number of readers, such as occured after the introduction of free lending, collections are temporarily insufficient.

7 and 8. While the children's collection is theoretically 40% of the total collection, in reality it comprises in most public libraries about 35.5% (see question 4). The rate of increase in acquisitions, therefore, should be 10-15% higher for the children's department than for the adult department, and this fact should affect budgeting policy. Generally speaking, the necessary increase of 10-15% in the slice of the budget allocated to children's departments has not been forthcoming. In 1976 the share given them was only 33%.

10. The number of hours worked in the children's department has been influenced by the hiring of staff in accordance with interim- and TAP-regulations.* These regulations are supposed to determine the number of and increase in the non-professional staff. (N.B. Several libraries did not include this catagory in their count of personnel.) One should not conclude that the quality of work done in

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children's libraries has declined because there are fewer professional staff. A revised pattern of task allocation may have led to more efficient work assignments.

* TAP-regulations provide government funds for temporary help with special qualifications; for example: assistance with cataloging or archival problems.

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COMMENTARY ON DATA IN PART IIa

1. In interpreting this data it should be remembered that questions were asked about certain specific tasks, and that not all the work done in the children's library is covered by this study. When the growth of 23% in the work load is compared to a 13.5% growth of staff (see part 1, table 9), questions arise concerning the effect of the increased load on the quality of the work done.

3. Uncertainty over the term "staff meetings" may have been responsible for the number of participants answering "no opinion," as well as the fact that a tiered system of responsibility means that some staff members do not personally take part in such meetings.

4. Given a strict division of tasks, it seems necessary to us that the two institutions should consult regularly in order to cooperate with and support one another. Yet answers to questions concerning relations between schools and public libraries indicate that these consist of incidental contacts, such as class visits, are limited mainly to primary schools and have little continuity.

5. Based on the : average number of hours each library is open (17 hours; see part 1, table 5), it seems justified to state that advice to readers is given too little attention. The rise in the number of inexperienced readers and changes in education (for example towards community-oriented studies and project work) demand more and better-trained advisors. Just this kind of advisory service — and we include book promotion activities — has become rarer. (see also part 1, table 10).

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COMMENTARY ON DATA IN PART IIb

1. That 15% of those responsible for children's departments have no professional training (and 17 of these were also heads of branches) was unexpectedly high. This was not foreseen when the question was set, and it would now be worthwhile to find out what education they have had and how much it relates to the function of head of a children's library.

A question also arises from the fact that the majority of heads of children's libraries have an A.B. diploma and wish (see table 11) further professional training. Perhaps this should imply changes in library studies?

Another question is whether hiring policies should or can be revised.

2/3 J.B. diploma holders differ from other groups in the variety of reasons they give for having chosen to work in children's libraries. Perhaps their specialized training helps them to distinguish the many facets of their work (see table 3).

4. Answers to the question "why" indicate that the difference between the two kinds of work is more felt than actual. The most often mentioned difference is in the amount of help given readers. In relation to young readers, staff recognize the need for contact through a variety of activities.

Further discussion of an integration of adult and children's departments should consider the possibility of important differences.

5. Here too there is a noticeable difference in the amount of interest shown for activities inside and outside the library; in other words: there is less attention being paid to groups which have not(yet) been reached.

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6. That so little use is made of library instruction for children and of informative lists of books offered for acquisition may be due to ignorance of these aids or to the lack of interest in them at this moment in the children's libraries.

It should be mentioned that changes in the nature of exhibition materials have been made since the questionnaire was circulated. The relatively low percentage of staff using the guide/folder offered may be attributed to the help which must be given in its use.

7. There would appear to be a need for other kinds of help, but suggestions were so varied and, sometimes, so general or vague that it would be difficult for the central service organization to draw any conclusions. Further discussion on a broader basis (for example, regionally) would be necessary to get more of a grip on the problem.

8. Answers to questions on selection criteria indicate that there has been a lowering of standards for acquisitions in response to an increase in lenders. Further study should be undertaken to determine how adequate an answer this is, and if not only quantity but also quality should determine what kind of help we offer children in their developing years.

9/10/11 Not surprisingly, a high percentage of staff with A.B. diplomas find their training inadequate without supplementary education. A.B. professional studies are not specifically concerned with children's library work. With the help of the "commission task analysis" and the "commission profile of children's librarian" it should be possible to get a clearer picture of the diverse tasks, activities and requirements demanded of children's library personnel.

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3. 18% of the non-professional staff in the children's library follow the home-study course "Book and Library." Interestingly, the only lesson among the twenty offered which is not obligatory is that which covers the work of the children's department.

4. A large number of staff in the administrative sector have worked fewer than two years. Though no concrete facts can be drawn from the statistics concerning turnover, there appears to be a constant change of personnel, leading to extra work (instruction, etc.) and a concommitant negative effect on continuity in the department.

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Comparable material not being available from other years, this report must be seen as a picture of today's situation only. Some questions were misunderstood, in part because they were not clearly formulated, in part because some participants had never answered such a poll before. These problems are common to all research projects.

Only 7.5% of participants had a J.B. diploma, and it is striking how many of them feel the need for more management training. One should not conclude that the subject is not given sufficient attention during professional training, but rather that it may be offered when students are not yet prepared or motivated to learn.

There was some difficulty in answering questions related to motives for choosing the profession, perhaps because certain questions overlapped, and it seems to have been possible (the questionnaire is not available for analysis) to check several answers. And is the question related to the "essential" and "practical" differences found in working with adults or with children well-formulated?

Children's library staff feel that they have too little say in policy matters. The reason is unclear, but it is surely something which needs more attention. One reason may be the lack of expertise, another too little involvement in day-to-day personnel situations.

It seems strange that so many participants in the poll are unaware of a possible relationship between their branches and the school library system. Encouraging staff to acquire more knowledge and expertise appears to be difficult. Many participants, especially non-professionals, say that it is "impossible" to take part in regional and national activities for librarians, or they are simply not interested. The result is that the fully-trained become more expert, and the less well-trained cannot be reached. In-service training is and will remain necessary.

The government has allocated too few new staff positions in recent years, especially for small and branch libraries. The B.O.B. diploma would appear to be more

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highly valued than other diplomas. The large turn-over in the children's service should be examined in relation to the total turn-over in the public library system as a whole.

The building of collections, especially those of a specialized nature, deserves more attention. There has been an increase in reference and specialist collections, and in books for parents and educators, but the question must be answered as to where they may best be offered for public use. The cooperation and integration of adult and children's collections are both involved here.

It is all too clear from this investigation that formal consultation occurs too seldom between children's libraries and school libraries, and this should surely be worked on. Contact and periodical discussion between all departments of the public library are equally important.

The NBLC section on children's libraries has been concerned in other ways with the laying-down of standards, job analysis, and so on, and has recommended a follow-up investigation. This questionnaire and report would have benefited from an historical perspective and a more defined vision of the future.

Alice Geradts

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